|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Teacher: Sara Starkey*** | | | ***Subject: English I CP*** | | | | ***Grade: 9*** |
| ***Learning Goals: Basic background and history of Afghanistan and life growing up there—Introduction to* The Kite Runner*.*** | | | | | | | |
| ***Standards SCELA/Common Core*** | * [CCSS.ELA-LITERACY.W.9-10.3](http://www.corestandards.org/ELA-Literacy/W/9-10/3/)  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. * [CCSS.ELA-LITERACY.W.9-10.3.D](http://www.corestandards.org/ELA-Literacy/W/9-10/3/d/)  Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  * [CCSS.ELA-LITERACY.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/)  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  * [CCSS.ELA-LITERACY.L.9-10.4.A](http://www.corestandards.org/ELA-Literacy/L/9-10/4/a/) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase | | | | | | |
|
|
| ***Benchmark(s)*** | * Students will individually create and post entries for a creative blog for a character in *The Odyssey*. | | | | | | |
|
|
|
| ***Indicator(s)*** | * Students will achieve a score of 4 from the rubric for *The Odyssey* creative blog assignment. | | | | | | |
|
|
|
| ***What will students know and be able to do at the end of the lesson?***   1. TSWBAT write and create a blog based on the characters from the text. | | | | | | | |
|
|
|
| ***Student Background Knowledge and Experience*** | | | | | | | |
| ***Student prior knowledge and skills:***   * **The student’s prior knowledge of Epic Heroes and *The Odyssey* from the unit's PowerPoint slides and class discussions will help them on the creative writing blog.** * **The student’s prior knowledge of what a blog is.** | | | | ***Accommodations for Diversity (if applicable):*** | | | |
|
| ***Instructional Procedures: Prezi with parts of the oral history interviews mixed in.*** | | | | | | | |
| ***Content Summary (concepts and essential understandings):***  ***The teaching of this book should show the students and open their eyes to a vastly different culture than their own, hopefully helping to destroy any prejudices. After this lesson, they should be prepared to read* The Kite Runner *and understand a little more of the context than if they didn’t have any background information or history of Afghanistan. I want them to get outside their box and really be able to take in the subject of the book.*** | | | | | | | |
|
|
| ***Teaching Methods:***   * PowerPoint lecture * provided writing examples * Individual practice | | | | | | | |
|
|
| ***Student Grouping:  Individual*** | | | | | ***Interdisciplinary Strategies:*** | ***Reading Strategies:***  ***Reading models for creative blog.*** | |
|
| ***Resources and Materials*** | | | | | | | |
| ***Written Texts:***  ***The Odyssey*** | | ***Oral Media:*** | | ***Visual Media:***  Example of blog for model  PowerPoint | | ***Technology:***  ***SMARTboard, speakers, computer, internet*** | |
|
| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | |
| ***Opening:***  ***Relocate to computer lab, or get out laptops from cart.*** | | | | | | | |
| ***Main Activities:***  ***Creative blog writing PowerPoint 15 minutes***  ***Individual student blog writing Rest of class period*** | | | | | | | |
|
|
| ***Closing:***  ***Whatever posts students do not finish in class will complete for homework or go to computer lab for tutoring hours.*** | | | | | | | |
|
|
| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | |
| **Assessment will be based on the creative writing rubric, see handout.** | | | | | | | |
| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | |
|  | | | | | | | |
| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | |
|  | | | | | | | |
|
|
|

Creative Blog: *The Odyssey*

**Directions**: Create an online blog that is narrated by a character from *The Odyssey*. Posts must use textual evidence that show understanding of the text. We will have computer lab time in class so this must be digital unless otherwise approved by Ms. Starkey!

**Blog is due no later than \_\_\_!!**

Blog Checklist:

* Creative Title
* Are the posts appropriate for all audiences?
* Background template must not take away from the content of the blog
* Must be clear and well written (see rubric)
* Each post must have a title
* At least 8 posts
  + At least 3 must be of other media types (picture, YouTube video, made up Craigs List Ad)
  + Each post must have evidence from the text.

Ms. Starkey’s Blog example can be found here: <http://athenathemeddler.blogspot.com/>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | |  |  |  |
| Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
|  |  |  |  |  |
| CATEGORY | 4 | 3 | 2 | 1 |
| Content Accuracy | The blog contains at least 5 accurate facts about the character. | The blog contains 3-4 accurate facts about the character. | The blog contains 1-2 accurate facts about the character. | The blog contains no accurate facts about the character. |
| Format | Complies with all the requirements from the checklist. | Complies with almost all the requirements from the checklist. | Complies with several of the requirements from the checklist. | Complies with less than 75% of the requirements from the checklist. |
| Ideas | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the blog was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |